



## North Mullins Primary

105 Charles Street  
Mullins, SC 29574

<b>Grades</b>	PK-2 Primary School	
<b>Enrollment</b>	500 Students	
<b>Principal</b>	Dr. Mike Sutton	843-464-3750
<b>Superintendent</b>	Dr. Nathaniel Miller	843-464-3700
<b>Board Chair</b>	Mrs. Elizabeth Hammond	843-464-3700

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
6	1	0	0	0

\* Ratings are calculated with data available by 03/12/2010. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

**Performance Rating Criteria**

Prime instructional time	89.6%
Student-teacher ratio in core subjects	18.9 to 1
Teachers with advanced degrees	60.0%
Teachers returning from previous year	93.1%
Percent of parents attending conferences	99.6%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	7.2 days

**Types Of Accreditation (More Than One May Apply)**

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

**School Profile**

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
<b>Students (n=500)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 2.3%	5.0%	3.6%
Attendance rate	94.9%	Down from 95.9%	95.7%	95.7%
With disabilities other than speech	5.9%	Down from 13.5%	5.9%	4.2%
Older than usual for grade	0.4%	Up from 0.0%	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	60.0%	Up from 48.6%	60.0%	60.7%
Continuing contract teachers	85.7%	Down from 86.5%	80.4%	83.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.1%	Up from 92.9%	90.1%	89.6%
Teacher attendance rate	95.6%	Up from 95.5%	95.6%	95.2%
Average teacher salary*	\$47,292	Up 5.0%	\$44,527	\$47,550
Professional development days/teacher	17.6 days	Down from 23.0 days	17.6 days	16.7 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	5.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 14.2 to 1	18.9 to 1	19.3 to 1
Prime instructional time	89.6%	Up from 89.2%	88.8%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,276	Down 55.9%	\$6,904	\$6,858
Percent of expenditures for instruction**	67.4%	Down from 71.6%	70.4%	70.4%
Percent of expenditures for teacher salaries**	62.6%	Down from 64.9%	63.7%	63.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission of North Mullins Primary School is to develop productive, socially responsible lifelong learners. We strive to create a strong home-school connection by helping parents make the adjustment to school a positive and beneficial experience for them and their child. We also strive to provide a quality, standards-based curriculum within a developmentally appropriate setting for young learners.

Literacy development is the keystone to academic success. This instruction begins with the kindergarten classes and continues through second grade with a balanced literacy program. A key component that was missing from our literacy program was the teaching of all aspects of phonics. With the implementation of the Formula 3 learning system we have now improved students learning, spelling, and reading abilities starting in kindergarten. In addition we utilize a reading interventionist in all grade levels which includes a Reading Recovery teacher in first grade, Compass learning software, and small group reading through the utilization of literacy stations within each classroom. We have several teachers who are currently working on or completing advanced work in the area of reading instruction.

Our kindergarten teachers use the Dominie Assessment to guide individual instruction for students within their classroom. The teachers in grades one and two give their students the Measuring Academic Progress assessment three times a year in order to have data that was used to drive classroom instruction.

We have participated as a member of the National Network of Partnership Schools, which originated from John Hopkins University and is implemented through Francis Marion University in the Pee Dee region. The purpose of the program is to encourage more parent involvement in the schools. Our School Improvement Council and our PTO have worked on various projects during the school year in partnership with our staff and community. Some of the special events that took place this year with involvement from parents, staff and community members included: Math Night, Hot Dog! I Can Read Night, Book Fair, Muffins for Mom, Doughnuts for Dad, Field Day, quarterly Awards programs and Fun Days, and Parent Report Card/ Conference Day to name a few.

Emphasis on character education has long been a hallmark of North Mullins Primary School. With the implementation of CHAMPS, a model for setting behavioral expectations in classrooms and common areas, our students and staff have a common expectation and language to help us implement our character education program in a systematic manner. Our school also places emphasis on participating in community projects such as Relay for Life to help our students learn the importance of building a caring community.

Mike Sutton, Ed.D.  
Principal, North Mullins Primary School

Evaluations by Teachers

	Teachers
Number of surveys returned	33
Percent satisfied with learning environment	97.0%
Percent satisfied with social and physical environment	97.0%
Percent satisfied with school-home relations	87.9%

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	94.9%	94.0%*	Yes

\* Or greater than last year